

## **Special Needs Data Elements (#27 thru #42 & #45 thru #49)**

### **Data Element #27: Special Education Placement Category**

0305 **HOME** (ages 3-5 only)

Children, ages 3-5, who receive **all** of their special education and related services in the principle residence of the child's family or caregivers.

0315 **EARLY CHILDHOOD SETTING** (ages 3-5 only)

Children, ages 3-5, who receive **all** of their special education and related services in educational programs designed primarily for children **without** disabilities. This may include, but is not limited to:

- ❖ regular kindergarten classes;
- ❖ public or private preschools;
- ❖ Head Start centers;
- ❖ child care facilities;
- ❖ preschool classes offered to an eligible pre-kindergarten population by the public school system;
- ❖ home/early childhood combinations;
- ❖ home/Head Start combinations; and
- ❖ other combinations of early childhood settings.

0325 **PART-TIME EARLY CHILDHOOD/PART-TIME EARLY CHILDHOOD SPECIAL EDUCATION SETTING** (ages 3-5 only)

Children, ages 3-5, who receive services in **multiple** settings such that: 1) **a portion** of their special education and related services are provided at home or in educational programs designed primarily for children **without** disabilities; and 2) the **remainder** of their special education and related services are provided in programs designed primarily for children **with** disabilities. This may include, but is not limited to:

- ❖ home/early childhood special education combinations;
- ❖ Head Start, child care, nursery school facilities, or other community-based settings with special education provided outside the regular class;
- ❖ regular kindergarten classes with special education provided outside the regular class;
- ❖ separate school/early childhood combinations; and
- ❖ residential facility/early childhood combinations.

0335 **EARLY CHILDHOOD SPECIAL EDUCATION SETTING** (ages 3-5 only)

Children, ages 3-5, who receive **all** of their special education and related services in educational programs designed primarily for children **with** disabilities housed in regular school buildings or other community-based settings. This may include, but is not limited to:

- ❖ special education classrooms in regular school buildings;
- ❖ special education classrooms in child care facilities or other community based settings; and
- ❖ special education classrooms in trailers or portables outside regular school buildings.

0345 **SEPARATE SCHOOL** (ages 3-5 only)

Children, ages 3-5, who receive all of their special education and related services in educational programs in public or private **day schools** specifically for children with disabilities.

0355 **RESIDENTIAL FACILITY (ages 3-5 only)**

Children, ages 3-5 who receive all of their special education and related services in publicly or privately operated **residential schools**, or residential medical facilities on an **in patient basis**.

**Ages 6-21** The categories are as follows:

0100 **REGULAR CLASSROOM WITH MODIFICATIONS**

A student is in this category if he/she receives special education or special education and related services **outside the regular classroom for less than 21 percent of the school day**. This may include children and youth with disabilities placed in:

- ☞ regular class with special education/related services provided within regular class;
- ☞ regular class with instruction within the regular class and with special education/related services provided outside regular class, or
- ☞ regular class with special education services provided in a resource room.

0110 **RESOURCE ROOM**

A student is in this category if he/she receives special education or special education and related services **outside the regular classroom for more than 21 percent but less than 60 percent of the school day**.

- ☞ resource rooms with special education/related services provided within the resource room, or
- ☞ resource rooms with part-time instruction in a regular class.

0120 **SELF-CONTAINED CLASSROOM**

A student is in this category if he/she receives special education and related services **outside the regular classroom for more than 60 percent of the school day**. This includes only children and youth with disabilities educated on the regular campus. Do not include students who received education programs in public or private separate day or residential facilities. This may include children and youth placed in:

- ☞ self-contained special classrooms with part-time instruction in a regular class, or
- ☞ self-contained special classrooms full-time on a regular school campus.

0130 **DAY PROGRAM**

A student is in this category if he/she is in a special education program in a facility for greater than 50% of the school day.

0140 **24 HOUR PROGRAM**

A student is in this category if he/she is placed in a 24 hour residential/educational program (in-state or out-of-state) for greater than 50% of the school day.

0150 **HOME/HOSPITAL PROGRAM**

A student is in this category if he/she is homebound/hospitalized and is receiving special education/related services as specified on an IEP.

**Data Elements #28 - #40: Special Education Services**

If the student's IEP includes related services, report the following code or codes. (There may be more than one.) The federal definitions are as follows:

**28. OCCUPATIONAL THERAPY includes:**

- Identification, assessment, and intervention;
- Consulting with, and providing training and support for, families and other care givers;
- Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;
- Improving ability to perform tasks for independent functioning when functions are impaired or lost; and
- Preventing, through early intervention, initial or further impairment or loss of function.

**29. PHYSICAL THERAPY includes services and treatment provided by a qualified physical therapist.**

**30. PSYCHOLOGICAL SERVICES includes:**

- Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning, mental health and development;
- Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations;
- Planning and managing a program of psychological services, including psychological counseling for children and parents; and
- Administering and interpreting psychological developmental and educational tests, and other assessment procedures during the reevaluation of handicapped children.

**31. COUNSELING SERVICES include specialized counseling services; that is, services which are different in type or in quantity from services available to non-handicapped children, that are designated on an IEP, and are provided by guidance counselors, rehabilitation counselors, or other qualified staff.**

**32. SCHOOL SOCIAL WORK SERVICES includes:**

- Preparing a social or developmental history on a disabled child;
- Group and individual counseling with the child and family;
- Working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and
- Mobilizing school and community resources to enable the child to receive maximum benefit from his or her educational program.

**33. AUDIOLOGY SERVICES includes:**

- Determination of the range, nature, and degree of hearing loss and communication functions including referral for medical or other professional attention for the rehabilitation of hearing;
- Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, speech conservation; and

- Determination of the child's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.
34. **RECREATION SERVICES** includes:
- Therapeutic recreation services;
  - Recreation programs in schools and community agencies; and
  - Leisure education.
35. **SCHOOL HEALTH SERVICES** include services provided by a qualified school nurse or other qualified staff that would otherwise be unavailable to nondisabled children and are designated on an IEP.
36. **SPEECH/LANGUAGE PATHOLOGY** includes:
- Diagnosis and appraisal of specific speech or language disorders presented by children in special education programs;
  - Referral for medical or other professional attention necessary for the habilitation of speech or language disorders;
  - Provisions of speech and language services for the habilitation or prevention of communicative disorders; and
  - Counseling and guidance of parents, children, and teachers regarding speech and language disorders.
37. **TRANSPORTATION SERVICES** includes specialized transportation, that is, travel to and from school and between schools, travel in and around school buildings, and travel using specialized equipment (such as special or adapted buses, lifts, and ramps), and travel that would otherwise be unavailable to non-disabled children and are designated on an IEP. Also includes provision of reimbursement for travel and other related costs.
38. **OTHER RELATED SERVICES** includes the number of children receiving related services which are not specified on this form.
39. **ASSISTIVE TECHNOLOGY SERVICES** include services that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. Assistive technology services includes:
- The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
  - Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
  - Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;
  - Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
  - Training or technical assistance for a child with disabilities, or, if appropriate, that child's family; and
  - Training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or other

individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of individuals with disabilities.

Assistive Technology Devices are any items, pieces of equipment, or product systems, whether acquired commercially off the shelf, modified, or customized, that are used to increase, maintain, or improve functional capabilities of children with disabilities.

**40. ORIENTATION & MOBILITY SERVICES:** provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, community, including:

(i) Teaching students spatial and environmental concepts and use of information by the senses ( such as sound, temperature, and vibrations) to establish, maintain, or regain orientation and line of travel (for example, using sound at a traffic light to cross the street).

(ii) Teaching students to use the long cane, as appropriate, to supplement visual travel skills or as a tool for safely negotiating their environment for students with no available travel vision.

( iii) Teaching students to understand and use remaining vision and distance low vision aids, as appropriate; and ( v) Other concepts, techniques, and tools, as determined appropriate.

The note following the definition states in part " ...children with other disabilities may also need to be taught the skills they need to navigate their environments , e.g. travel training....".

## **Data Element #41: Instructional Program Type:**

This data field will be used to correlate a type of instructional program identified for each special education student to expenditures reported on the annual financial report. The instructional program type **should not** be assigned by a student's primary disability. For example, costs associated with an instructional program type "A" should be budgeted and reported under function 1221 on the annual financial report. Below are examples and guiding principals to determine instructional type, however it is up to each district to allocate their costs and identify a student's special education instructional program in a way that best suites their district's programs and staffing patterns.

- A. Programs for Mild to Moderate Disabilities** – typically this will include students who spend the majority of the day in regular class settings and/or provided special education services for less than 50% of the regular day (for example, a district operating a 6 hour school day, a student provided special education services for less than 15 hours a week).
- B. Programs for Severe Disabilities** – students receiving special education service for more than 50% of the day. This **should not** include students placed in day or residential programs.
- C. Speech Only** – students receiving speech/language services only.
- D. Early Childhood (ages 3 - 5)** – special education programs for preschool children ages 3-5.
- E. Day Program** – programs for students assigned to day programs offered by the district or assigned out of district. This may include students placed in community based service centers, cooperative day programs, etc.
- F. Residential Program** – programs for students served in a 24 hour residential school, such as Children's Care Hospital
- G. Homebound Program** – special education services provided in the student's home, i.e., programs for severely ill students unable to attend school for a period of time.

## **Data Element #42: Special Education Primary Disability**

### **0500 DEAF-BLINDNESS**

"Means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children."

### **505 SERIOUS EMOTIONAL DISTURBANCE**

"Is defined as follows:

- (i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:
  - (A) An inability to learn which cannot be explained by intellectual, sensory, or health factors;
  - (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
  - (C) Inappropriate types of behavior or feelings under normal circumstances;
  - (D) A general pervasive mood of unhappiness or depression; or
  - (E) A tendency to develop physical symptoms or fears associated with personal or school problems.
- (ii) The term includes children who are schizophrenic. The term does not include children, who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed."

### **0510 MENTAL RETARDATION**

"Means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance."

### **0515 HEARING IMPAIRMENTS**

"Means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section".

### **0525 SPECIFIC LEARNING DISABILITY**

"Means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage."

### **0530 MULTIPLE DISABILITIES**

"Means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.) the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness."

0535 **ORTHOPEDIC IMPAIRMENTS**

"Means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.). Impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures)."

0540 **VISUAL IMPAIRMENTS**

"Means a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially sight and blindness."

0545 **DEAFNESS**

"Means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance."

0550 **SPEECH/LANGUAGE IMPAIRMENTS**

"Means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance."

0555 **OTHER HEALTH IMPAIRMENTS**

"Means having limited strength, vitality or alertness, due to chronic or acute health problems such as heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance."

0560 **AUTISM**

For the purposes of chapter 13-37, an autistic disorder is present in a person if at least eight of the following sixteen characteristics are expressed by a person with at least two of the characteristics from subdivision (1), one characteristic from subdivision (2), and one characteristic from subdivision (3) being expressed by the person:

- (1) Qualitative impairment in reciprocal social interaction as manifested by the following:
  - (a) Marked lack of awareness of the existence or feelings of others;
  - (b) No or abnormal seeking of comfort at times of distress;
  - (c) No or impaired imitation;
  - (d) No or abnormal social play;
  - (e) Gross impairment in ability to make peer friendships;
- (2) Qualitative impairment in verbal or nonverbal communication, and in imaginative activity, as manifested by the following:
  - (a) No mode of communication, such as communicative babbling, facial expression, gesture, mime, or spoken language;



- (b) Markedly abnormal nonverbal communication, as in the use of eye-to-eye gaze, facial expression, body posture or gestures to initiate or modulate social interaction;
- (c) Absence of imaginative activity, such as playacting of adult roles, fantasy characters or animals; lack of interest in stories about imaginary events;
- (d) Marked abnormalities in the production of speech, including volume, pitch, stress, rate, rhythm and intonation;
- (e) Marked abnormalities in the form or content of speech, including stereotyped and repetitive use of speech; idiosyncratic use of words or phrases; or frequent irrelevant remarks;
- (f) Marked impairment in the ability to initiate or sustain a conversation with others, despite adequate speech;
- (3) Markedly restricted repertoire of activities and interests, as manifested by the following:
  - (a) Stereotyped body movements;
  - (b) Persistent preoccupation with parts of objects or attachment to unusual objects;
  - (c) Marked distress over changes in trivial aspect of environment;
  - (d) Unreasonable insistence on following routines in precise detail;
  - (e) Markedly restricted range of interests and a preoccupation with one narrow interest.

Federal Definition 300.5: Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has a serious emotional disturbance, as defined on page 5, disabling condition 0505.

0565 **TRAUMATIC BRAIN INJURY**

"Means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; problem-solving; sensory; perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

0570 **DEVELOPMENTAL DELAY (PRE-SCHOOL) AGES 3-5**

"Means having a severe delay in development functions at a developmental level 2 or more standard deviations below the mean in any one area of development or 1.5 standard deviations below the mean in two or more areas of development." However, if the student meets the criteria of any of the other categories listed in administrative rule, then they should be identified by that category. The

district/agency must maintain evaluation data supporting the need for special education. **Do not include students age 6 or older.**

**PLEASE NOTE THAT STUDENT RECORDS FOR CHILDREN BIRTH-2 SHOULD NOT BE INCLUDED.**

### **Data Elements #45 - #49: Multiple Disabilities**

45. **MULTIPLE DISABILITY 1**: Multiple disabilities means that two or more of the following disabilities affect the student at the same time: deafness, mental retardation, orthopedic impairment, other health impairment, serious emotional disturbance,

speech or language impairment, traumatic brain injury, and visual impairment including blindness. The term does not include deaf-blindness.

**Source:** 23 SDR 31, effective September 8, 1996.

**General Authority:** SDCL 13-37-1.1.

**Law Implemented:** SDCL 13-37-1.1.

**0505** - Emotionally Disturbed (see previous definitions for the listed disabilities)

**0510** - Mental Retardation

**0535** - Orthopedic Impairments

**0540** - Visually Impaired

**0545** - Deafness

**0550** - Speech/Language Impairments

**0555** - Other Health Impaired

**0565** - Traumatic Brain Injury

**46. MULTIPLE DISABILITY 2:** (same as above)

**47. MULTIPLE DISABILITY 3:** (same as above)

**48. MULTIPLE DISABILITY 4:** (same as above)

**49. MULTIPLE DISABILITY 5:** (same as above)